

**AN ANALYSIS OF ERROR MADE BY THE THIRD SEMESTER  
STUDENTS ON DEBATE IN SPEAKING CLASS AT MUHAMMADIYAH  
UNIVERSITY OF SURAKARTA**



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# AN ANALYSIS OF ERROR MADE BY THE THIRD SEMESTER STUDENTS ON DEBATE IN SPEAKING CLASS AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA

## ABSTRACT

This research describes the types of error in speaking class on debate at Muhammadiyah University of Surakarta, explain the causes of error, calculate the frequencies and dominants of error, and show the sources of error.

The type of this research is descriptive qualitative. The data are from utterances containing speech errors by the third semester students at Muhammadiyah University of Surakarta. The researcher uses observation to collect the data. There are 56 data containing of errors.

In this research, the researcher uses Clark and Clark (1977), Taylor (1990) and Kess (1999) theory to analyze the errors. The researcher finds the errors and divides into three classification. There are speech error, lexical error and grammatical error. In speech errors divide into nine type are filled pause (14,29%), repeat (19,64%), correction (3,57%), interjection (1,79%), stutter (1,79%), and slip of tongue (10,71%). Lexical error is wrong choice of word (8,93%). Grammatical errors divide into ten type are omission auxiliary in question (5,36%), omission of to be (14,29%), addition of to be/ verb (5,36%), omission of "do" in negative sentence (5,36%), addition of preposition (1,79%), and wrong choice of verb (5,36%). From the frequency of error, it can be seen that the dominant of error is repeat (19,64%). The causes of error are L1 interference and developmental error. The sources of error are cognitive reason, psychological or affective reason and social reason.

**Keywords:** Speech Errors, Causes of Error, Frequency and Dominant of Error, Sources of Error

## ABSTRAK

*Penelitian ini mendeskripsikan tipe eror di kelas berbicara pada debat di Universitas Muhammadiyah Surakarta, menjelaskan penyebab dari eror, menghitung frekuensi dan dominan dari eror, dan menunjukkan sumber dari eror.*

*Tipe dari penelitian ada deskriptif kualitatif. Data-data nya dari kalimat yang mengandung eror berbicara oleh murid di semester tiga di Universitas Muhammadiyah Surakarta. Peneliti menggunakan observasi untuk mengumpulkan data. Ada 56 data yang mengandung eror.*

*Di penelitian ini, peneliti menggunakan teori dari Clark dan Clark (1977), Taylor (1990) dan Kess (1999) untuk menganalisis eror. Peneliti menemukan banyak eror dan membagi eror dalam tiga klasifikasi. Diantaranya eror pada berbicara, eror pada bahasa, dan eror pada tata bahasa. Pada eror berbicara terbagi menjadi sembilan tipe yaitu penuh jeda (14,29%), pengulangan (19,64%), koreksi (3,57%), ragu (1,79%), gagap (1,79%), dan kesalahan pengucapan (10,71%). Eror pada bahasa adalah pengucapan yang salah pada kata (8,93%). Eror pada tata bahasa terbagi menjadi sepuluh tipe yaitu pnghilangan kata bantu*

*di pertanyaan (5,36%), penghilangan to be (14,29%), penambahan to be/ kata kerja (5,36%), penghilangan kata “do” di kalimat negatif (5,36%), penambahan kata penghubung (1,79%), misordering (1,79%), dan kesalahan pada kata kerja (5,36%). Penyebab dari eror adalah gangguan L1 dan perkembangan eror. Sumber eror adalah alasan kognitif, alasan psikologis atau perasaan, dan alasan sosial.*

***Kata kunci:*** *eror pada berbicara, eror pada bahasa, eror pada tata bahasa, penyebab dari eror, sumber eror*

## **1. INTRODUCTION**

In the present day, English is interested on more major speech for Indonesian citizens. Indonesia as an increasing nation desires several information replace of science, technology, economy, and etc. Here, it is not easy for Indonesian citizens to obtain various information and comprehension with no understanding English well. After that, Indonesian citizens must learn and speak English fluently for narrowing gap among the citizens on the world through communication. Many problems found by the teacher in teaching speaking. As Brown and Yule (1980) state that “teaching the spoken language is the most difficult problem than the further skill (reading, writing, and listening)”.

In this global era, English is the important language because English used in many countries in this world. In Solo, there is a big private university namely Muhammadiyah University of Surakarta. One of the faculty in Muhammadiyah University of Surakarta is Teaching Training and Education faculty and one of the department in teaching training and education is Department of English Education. In Department of English Education at Muhammadiyah University of Surakarta tries to train the students on speaking English well and correctly.

At the Muhammadiyah University of Surakarta especially in Department of English Education, there is a subject called speaking. In Department of English Education, speaking is divides into four levels namely: in semester one is interpersonal speaking, in semester two is public speaking, in semester three is argumentative speaking, and the last is in semester four is standardized tests of speaking. In this study, the researcher only focuses on speaking semester three namely “Argumentative Speaking”. In speaking semester three, the students are invited to discuss through a debate. Debate is formed in groups but they should be

able to speak in English. The debate activity in the classroom displays some students who have been divided into groups.

In the speaking class on semester three at 2017/2018 academic year is different. The new curriculum at the academic year 2017/2018, especially in semester three on "Argumentative Speaking" that debate is not the main subject anymore. But debate becomes part of the subject called "Argumentative Speaking". In this "Argumentative Speaking", the first material is the students express their opinions or ideas. Next, the second material is debate. The students show debate to train their speaking in English. Every student should be able to speak.

Based on the researcher's observation to the third semester students at Muhammadiyah University of Surakarta, the researcher found the students are not easy to talk in English. The researcher found:

- 1) The students are anxious of making some mistakes when they speak and pronouncing words.
- 2) Most of them often say "hmm... eee...aaa.." when they confused what they should talk.
- 3) Therefore, it can make the students lost their self confidence and do not want to speak English anymore.

Error analysis (EA) is "the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language" (Saville-Troike 2006: 38) in Fauziati (2016: 105). Learner errors are "windows into the language learners mind" (Saville-Troike 2006: 39) in Fauziati (2016: 105). Errors "tell the teacher what needs to be taught, tell the researcher how learning proceeds, and are a means whereby learners test their hypotheses about the second language" (James 1998: 12) in Fauziati (2016: 105).

Tarigan (1990: 3-4) defines that speaking is "a language skill that is developed in child life, and at that period speaking skill is learned". Based on Competence Based Curriculum speaking is "one of the four basic competences that the students should gain well". It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Department Pendidikan Nasional, 2004). In the environment of the

communication, we are able to find the speaker, the listener, the message and the feedback.

Debate is communication that be able to be modified to different speaking situations, like talking to a group, addressing a meeting and briefing a team. Increasing the self-possession and competence to provide excellent debate, and to stand up in front of many people and speak well, is really useful competencies for self-development and public situations.

A debating speech is the cause of the accumulation of various studies, paperwork, data, surveys and practices. It is a problem if we are not success to bring the speech successfully due to the above mention useless problems. To sum up these problems, a speaker who is nervous has the tendency to be anxious. While nervousness and anxiety can be cover by shyness, the troubles will be inflated by the low confidence and stage fear. The lesser the problem, the more informative and interesting the speech can be. On the other hand, if it is not treat wisely, these problems, which obstruct one's ability to successfully convey the message, will result in low acceptance by the audience and thus will reflect the total result of the speech itself.

In speaking class at Muhammadiyah University of Surakarta, the students will be given first explanation about debate like the definitions, kinds of debate, how to deliver debate, etc. Then, after they have been learned all what components are in debate, they freely choose the theme in conveying the debate itself later.

Those phenomena inspired the researcher to make this research. This research analyzes errors on debate in speaking class that make the students difficult to speak in English. Therefore, the title of this research is AN ANALYSIS OF ERROR MADE BY THE THIRD SEMESTER STUDENTS ON DEBATE IN SPEAKING CLASS AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA.

In this paper, the researcher uses many theory for analyze this research. First is error. Error "tell the teacher what needs to be taught, tell the researcher how learning proceeds, and are a means whereby learners test their hypotheses about the second language" (James 1998: 12) in Fauziati (2016: 105). The purpose of error analysis is to find "what the learner knows and does not know" and to



“ultimately enable the teacher to supply him not just with the information that his hypotheses is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language” (Corder, 1974: 170).

Second is source of Error. In discussing error, Corder (1977) said “there are three major causes of error that arise in second language learning”. These errors are *Transfer Errors*, *Analogical Errors*, and *Teaching Induced Errors*. Learning a mother tongue is very different from learning a foreign language. In a foreign language, students can make some errors. We must analyze the various causes of errors made by the students. In discussing the cause of the error, there are two main causes of error; L1 Interference means the students who learn English as a second language have a deep knowledge of one other language and the first language (L1) and English come into contact with each others there are confusions which provide errors in a learner’s use of English. This can be at level of sounds, example: *She who is sitting on my chair; I have finished* is heard as *I finished*. Developmental Error means foreign language students make the same kind of ‘developmental’ errors as well. This account for mistake like: “*She is more nicer than him*”, where the acquisition of more comparative is over-generalized and then mixed up with the rule that the student has learn that comparative adjective+er. Error of this kind is part of a natural acquisition process. When second language learners shake errors, they are demonstrating part of the natural process of language learning. Producing speech errors seems quite common to all speakers.

Third is speaking. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Nunan, 199: 14). There are many activities in speaking like some planning and executing speech, such as: discourse plan is the speakers decide what kind of discourse they are going to take part in, for example, they are going to tell story, to converse with other people, to give instruction, to describe event or object, and ask to question, sentence plan is the speakers have three options to choose: the propositional content, the illocutionary content, and the thematic structure. The propositional content is the states or events the speakers talk aboutthe ‘some things’ that they

talk about, constituent plan is the speakers have to pick up the right words, phrases, or idioms and put them in right order, articulatory program contains the phonetic segment, stresses, and intonation, and the last is articulation means the execution of the contents of the articulatory program (Clark and Clark, 1977:24, Kess, 1999:55).

Fourth is speech error. There are many kinds of error, such as: (a) silent pause is a period of no speech between words speed of talking is almost entirely determined by the amount of such pausing; (b) filled pause is a gap filled by *ah, er, uh, mm, or the like*; (c) repeats are repetition of one or more word in a row; (d) unretraced is correction of a word; (e) retraced is corrected of a word also included the repeating of one or more words before the corrected word; (f) corrections are like false start, but they contain an explicit correction; (g) interjection, hesitation pauses, indicate that speakers have to stop to think about what they say next; and (h) stutter is the speaker who speak rapidly the sound or syllable (Clark and Clark, 1977: 262).

Fifth is source of error. In source of error, there are three sources of speech error, such as: (a) cognitive reason is people usually take longer time to produce sentences which deal with abstract things than concrete ones; (b) psychological or affective reason is when people are anxious they become tense, and their planning and execution of speech becomes less efficient; and (c) social reason is speech plan seems difficult when conversation takes place under pressure (Clark and Clark, 1977:271).

Sixth is debate. Debate is the process of conveying an idea or opinion where there are two or more participant to defend an idea they have been given. Halvorsen (2005) says that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another.

In English Department at Muhammadiyah University of Surakarta especially in semester three, the students learn to present their learning result which they have discussed with their group by showing a debate with predetermined theme. As they present the results of their discussion, each member in a group is required

to express their own opinions. Thus, all members are expected to speak as well as possible for their fluency in presenting their learning outcomes in a debate.

## **2. RESEARCH METHOD**

This research is qualitative because this research tries to solve problems discovered in the teaching and learning process based on the preliminary observation and interviews. It may begin as a grounded theory approach with the researcher having no previous understanding of the phenomenon; or the study may commence with propositions and proceed in a scientific and empirical way throughout the research process (e.g., Bogdan& Taylor, 1990)

There are 56 data containing speech errors made by the twenty-three students in the third semester students. The object is utterances containing speech error by the twenty-three students in the third semester students on debate in speaking class at Muhammadiyah University of Surakarta. The technique of collection data is obtain through observation, reference materials, and member checking.

## **3. FINDING AND DISCUSSION**

In this chapter, the researcher provided the data from the research that has been done by the researcher. The researcher did this research in the third semester of speaking class at Muhammadiyah University of Surakarta on debate. The class of speaking 3A consists of 23 students and they are divided into 2 groups. One group consists of 10 and 13 students. After they have been divided into groups, they were divided too into affirmative team or positive team and negative team. Each member in a group were required to present their own opinions. In English Department at Muhammadiyah University of Surakarta, especially in semester three, the students learned to present their's opinion on debate.

After the researcher did the observation in the class of speaking 3A, the researcher found many errors in speaking on debate. The researcher found the errors and divided into three classification. There are speech error, lexical error, and grammatical error. After the researcher found the errors and then the researcher calculated the errors to find the frequency and the dominant of errors. In speech errors divide into nine type are filled pause (14,29%), repeat (19,64%), correction (3,57%), interjection (1,79%), stutter (1,79%), and slip of tongue

(10,71%). Lexical error is wrong choice of word (8,93%). Grammatical errors divide into ten type are omission auxiliary in question (5,36%), omission of to be (14,29%), addition of to be/ verb (5,36%), omission of “do” in negative sentence (5,36%), addition of preposition (1,79%), and wrong choice of verb (5,36%). From the frequency of error, it can be seen that the dominant of error is repeat (19,64%).

**Tabel 1: Frequency of Error**

No	Type Error	Total	Percentage
1.	<b>Speech Error</b>	<b>29</b>	<b>51,79%</b>
	a. Filled Pause	8	14,29%
	b. Repeat	11	19,64%
	c. Correction	2	3,57%
	d. Interjection	1	1,79%
	e. Stutter	1	1,79%
	f. Slip of Tongue	6	10,71%
2.	<b>Lexical Error</b>	<b>5</b>	<b>8,93%</b>
	a. Wrong Choice of Word	5	8,93%
3.	<b>Grammatical Error</b>	<b>22</b>	<b>39,29%</b>
	a. Omission Auxiliary in Question	3	5,36%
	b. Omission of To Be	8	14,29%
	c. Addition of To Be/ Verb	3	5,36%
	d. Omission of “do” in Negative Sentence	3	5,36%
	e. Addition of Preposition	1	1,79%
	f. Misordering	1	1,79%
	g. Wrong Choice of Verb	3	5,36%
	<b>Total of Data</b>	<b>56</b>	<b>100%</b>

This study and the previous study are different. There are no similarities between this study and all of previous studies. Compare to the result of the study conducted by Fadhila’s (2013) paper. Her result has similarity in the dominant error. That is repetition. However, it has different result and the percentage. Repetition in this research is (19,64%) and repetition in her research is (27,4%). So, repetition in her research and this research are different. In her research, the percentage is more plenty than this research.

The researcher found filled pause as the dominant error in Mutmainah’s (2014) paper, Saputri’s (2015) paper, Ilmiani’s (2014) paper and Wijayanti’s (2012) paper. Their previous studies are different with this research. The dominant

error in their research is filled pause, which is not same with this research. Their result is same but different in the percentage.

This research has different result from finding in Mutmainah's (2014) paper. That is state, she uses Clark and Clark's (1977) theory. The dominant error in her research is filled pause who do by Mike Lowrey (23,4%) and Marcuss Brunett (32,6%). In this paper, filled paused only has percentage (14,29%). So, filled pause in this paper and Mutmainah's paper is different. In her research, the percentage is more plenty than this research.

It is different result too from Saputri's (2015) paper. That is state, she uses Clark and Clark's (1977), Dulay, Burt and Krashen also Selinker's (1982) theory. The dominant error in her research is filled pause (39,5%). In this paper, filled pause only has percentage (14,29%). So, filled pause in this paper and Saputri's (2015) paper is different. In her research, the percentage is more plenty than this research.

Next is from Ilmiani's (2014) paper. In her finding, that is state she uses Clark and Clark's (1977), James and Selinker' (1982) theory. The dominant error in her research is filled pause (28,34%). In this paper, filled pause only has percentage (14,29%). So, filled pause in this paper and Dwi's paper is different. In her research, the percentage is more plenty than this research.

The last is from Wijayanti's (2012) paper. In her finding, that is state she uses Clark and Eve's (1977), Gleason and Ratner's (1998), and Poullisse theory. The dominant error in her research is filled pause (33,41%). In this paper, filled pause only has percentage (14,29%). So, filled pause in this paper and Wijayanti's (2012) paper is different. In her research, the percentage is more plenty than this research.

In this research, the researcher found the cause of error, such as: L1 interference and Developmental Error. L1 interference means that the students have been learned about their first language (TL) to understand a second language. The students try to speak in English, they are often translate their sentences to say from Indonesian to English. For example, the students said "*many penipuan*" but they said "*many fake*". The students do not know "*penipuan*" in English. And then developmental error means the students are

demonstrating part of the natural process of language learning. For example, the students said “*are your group get the point of my statement?*”. Actually, the students do not know that in WH-question does not use to be. So, they must say “*do your group get the point of my statement?*”.

Next, the researcher found that the students have some problems when they wanted to speak in English, such as nervous, afraid, etc. The researcher says that the problems like source of error, namely: cognitive reason means the students have problems when they want to make the sentence in English about the topic, psychological or affective reason means the students have been planned the sentence what will they say but when they produce their sentence are different from their plan, and social reason means the students speak with people who has high position.

#### **4. CONCLUSION**

In this research, the researcher finds 3 classifications of error, such as: speech error, lexical error and grammatical error. In speech error, the researcher finds 29 utterances or 51,79%. In lexical error, the researcher finds 5 utterances or 8,93%. In grammatical error, the researcher finds 22 utterances or 39,29%. The researcher also finds the frequency and the dominant of error in this research is repeat (19,64%). The researcher finds cause of error, namely: L1 interference and developmental error. In order that, the researcher finds source of error too, such as: cognitive reason, psychological reason or affective reason, and social reason.

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